

# INSPECTION REPORT

## **PITTVILLE SCHOOL**

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115772

Headteacher: Mr. D. P. Abbott

Reporting inspector: Susan Chamberlain  
7661

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> September 2000

Inspection number: 223927

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
School address:	Albert Road Cheltenham Gloucestershire
Postcode:	GL52 3JD
Telephone number:	01242 524787
Fax number:	01242 228750
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. D. Harding
Date of previous inspection:	16 <sup>th</sup> October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Pittville is a mixed, comprehensive school for pupils aged 11 to 16 with 743 pupils on roll; this is a smaller than average school. The population is mainly white with four per cent of pupils from ethnic minority groups. There are three pupils with English as an additional language all of whom are in the early stages of the language. There are 162 pupils eligible for free school meals and this is above the national average. Pupils with special educational needs represent 22.3 per cent of the schools population, 3.7 per cent having statements. Both proportions are above the national average. Pupils enter the school with levels of attainment well below the national average, a significant proportion of potential pupils having been selected to attend the local grammar school.

### **HOW GOOD THE SCHOOL IS**

The school is a very good school that has improved a great deal since the previous inspection. There is much very good teaching and pupils exhibit good attitudes and behaviour. Good examination results, in relation to prior attainment, combined with prudent financial control, around average expenditure per pupil and very good leadership, ensure the school provides good value for money.

#### **What the school does well**

- There are very good strategies for improving literacy.
- Very good teaching has led to very good achievement and appropriate standards.
- Very good leadership, strongly committed to improvement, is exemplified by well-developed information and communications technology; this commitment is supported by very good strategies for staff development.
- There is very good provision for pupils with special educational needs.
- Standards of pastoral care are high and pupils' attitudes and behaviour are good.

#### **What could be improved**

- The provision for performing arts.
- Attendance through encouraging improved parental involvement.
- The provision of a daily act of collective worship.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Generally there has been very good improvement. There is a better corporate effort towards achieving the school's goals. Members of staff focus on specified targets identified in the school improvement plan. Data on pupils' prior attainment is used more efficiently. Improved learning is occurring now that the teacher/pupil ratios have been reduced. Pupils have a more positive approach to learning. Examination results have shown a steady trend of improvement. Major improvements have occurred in the provision of religious education. Support for pupils with special educational needs is more effective. Provision and use of information and communication technology is much improved. There is an increased number of computers and a substantial structure is now in place to ensure pupils gain the required level of expertise in information and communication technology..

## STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	C	C	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils enter the school with attainment well below the national average. In the national tests for 14 year olds, results have been consistently well below the national average in English and below the national averages in mathematics and science. Boys have performed marginally better than girls overall. The national test results are closely matched with those from similar schools, with English results below average for similar schools.

GCSE results have increased steadily since 1994 with the best year being 1998 when the proportion of pupils gaining 5A\* - C grades was above the national averages for all schools. This proportion dropped in 2000 but the average point score remained high. The overall trend for improvement is above the national trend. When compared with schools with similar levels of eligibility for free school meals, the school's results are very high and are also high when compared with schools that have pupils with similar prior attainment. The best subjects at GCSE in 2000 were art, German and history and the weakest was childcare. These results reflect the prior attainment of the pupils who chose these particular options. The targets set by the school have been met until in 2000 when GCSE results were lower than expected.

In Key Stage 3 the standards achieved by pupils at the school are high when considering their prior attainment, which is low by Gloucestershire standards. Work seen in lessons, during the inspection, and, over time, in pupils-workbooks was of an average standard; their achievements were good. Pupils' interest and concentration in their lessons contribute to these. In Key Stage 4 the standard of work seen in lessons and workbooks was average; it reflected the trend of improvement indicated in examination results at this level. Pupils make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils work hard in lessons and respond very positively to good teaching. Their good attitudes contribute to the standards they achieve.
Behaviour, in and out of classrooms	There are high standards of behaviour throughout the school. Pupils take a pride in their appearance.
Personal development and relationships	Relationships between pupils and with adults are good. The quality of pupils' personal development is good.
Attendance	Levels of attendance are below the national average. Whilst unexplained absence is low, the school must increase its efforts to encourage punctuality and regular attendance.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	Good	Very Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching was satisfactory or better in 98 per cent of lessons observed. In 88 per cent of lessons it was good or better and in 29 per cent of lessons teaching was very good. In English, mathematics and science, teaching is usually good and often very good. The quality of pupils' learning closely matches the good teaching. Though good overall, both teaching and learning are better for pupils in Years 10 and 11 than for those in Years 7 to 9, the increased focus on GCSE examinations contributing to this. In many lessons the teachers look for ways to develop pupils' skills of literacy and numeracy and in most subjects good use is made of information and communication technology to extend and improve learning. Particular strengths in teaching are enthusiasm for the subject taught, effectiveness of teaching methods, very good classroom management and very good teaching of basic skills. Where lessons are less than good, the teachers' management of pupils is not secure or planning is insufficiently detailed to give a good balance of structured activities.

In response to this good teaching, pupils gain confidence in their learning and make good gains in knowledge, skills and understanding. They learn to focus their thinking, sustain concentration and pursue independent study and this has resulted in raised levels of attainment. Good teaching of literacy skills enables all pupils to meet the language demands of subjects across the curriculum. The teaching of numeracy skills is sound. Information and communication technology skills are well taught and pupils' learning in all subject areas benefits from this. Marking is generally conscientious and detailed, helping pupils to make good progress. Appropriate amounts of well-planned homework are set in all subjects, enabling pupils to extend and consolidate their class learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although all pupils enjoy a broad and well-balanced range of studies, there are insufficient opportunities for studying performing arts. There are many additional activities outside lessons. The provision for a daily act of collective worship still does not meet statutory requirements.
Provision for pupils with special educational needs	There is very good provision for special educational needs and the progress of pupils is good.
Provision for pupils with English as an additional language	There is satisfactory provision for the small numbers of pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides many very good opportunities for pupils' social development and good opportunities for moral and cultural development. Multi-cultural education is good. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Procedures for child protection are in place and those for ensuring pupils' welfare are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by a very good head teacher who is well supported by the senior management team. Effective leadership and a strong commitment to improve contribute to the school's success in raising pupils' standards of attainment and attitudes.
How well the governors fulfil their responsibilities	Governors are good at fulfilling their obligations.
The school's evaluation of its performance	The school is keen to improve and ensures this with the help of the Investors in People initiative. Staff development is very good.
The strategic use of resources	Accommodation is good and resources are satisfactory. Financial control is tight and secure. The school seeks best value effectively in all its financial dealings.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They are pleased that the school expects their children to work hard and achieve their best.</li> <li>• They feel comfortable approaching the school with questions or a problem.</li> <li>• They think the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• They are unsure about whether their children get the right amount of homework.</li> </ul>

Parents' views are mainly positive. Inspectors agree with the parents' positive views of the school but are satisfied that pupils receive adequate and well-planned homework. A relatively small number of parents are involved in the life of the school, however, and responses to the questionnaire and attendance at the parents' meeting were low.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Very good leadership, strongly committed to improvement, is exemplified by well-developed information and communication technology; this commitment is supported by very good strategies for staff development**

1. The headteacher provides very good leadership. He is well supported by senior and middle managers, each with particular strengths. Governors are a changing group, many having recently finished their term of office. They provide a range of expertise and increasing support. Planning is good and there is a shared commitment to succeed. The school is committed to equal opportunities whilst always considering the needs of the individual. Targets set by senior managers are sensible and achievable. Financial control is secure and staffing levels are good.

2. The strength of the leadership is particularly identified by the smooth and efficient way in which the school runs and the emphasis the school attaches to basic skills especially information and communication technology.

3. A committed information and communication technology coordinator ensures that pupils benefit from the school's provision. It is taught as a specialist subject in Years 7 and 9 and fully catered for at Key Stage 4, predominately across the curriculum, although many pupils also choose to take GCSE information technology. In Year 8 pupils use the skills they acquired during Year 7 to enhance work in other areas.

4. Information and communication technology is well established in mathematics, English, science and technology. Necessary skills are identified in the schemes of work of these subjects. Word processing and desktop publishing are used in English and successfully contribute to improved presentation of work, particularly for pupils with special educational needs. There are good uses made of spreadsheets, databases and graph-generating programmes in mathematics. Pupils gain shortcuts to presenting and using data. The science department also use these programs well. English and science departments are very keen to use the Internet for research. In science, pupils access information to backup class work, for example "The Blue Tribe of Kentucky" which is linked to a blood disorder. Pupils' learning progresses well as a result of very good use of information and communication technology.

5. In technology, pupils use computer-aided design and computer-aided manufacturing hardware and software successfully. They are proficient at using programmes on design and have a computerised lathe; they will soon have a computerised cutting machine.

6. These are not the only subjects where pupils use computers. In geography pupils use desktop publishing very successfully when they use pre-designed files, for example maps, which they load up and from which they work effectively. The Internet is used well to explore websites about Roman history. Pupils use an interactive site about York Minster. C D ROMS are also used effectively. Pupils develop well thought out 'Kosher' menus and job descriptions for a Rabbi in religious education using desktop publishing. In music midi-files are down loaded from the Internet and used with enthusiasm on the new computerised musical keyboard that takes floppy disks. Pupils in art and design enjoy access to two digital cameras, which they use very effectively to record and present their work.

7. This is a strong area that is moving forward rapidly. It is well conceived. All use is properly followed up. At both key stages pupils' work is assessed properly. These

assessments are moderated externally.

8. The school is working hard to improve weaker areas like control technology. It is building strong links with another school to ensure access to the necessary equipment. Despite some shortages in resources, the school fulfils the programme of study. Computers are available in the dining hall where the net café is used effectively before and after school and during the lunch hour.

9. The provision for staff development is very good. In 1999, the school was awarded full 'Investors in People' status. This scheme, which is a partnership with Assessment South - West, evaluates the development and improvement of school management. It is monitored and reviewed after twelve months. The school satisfied the criteria, which examines the structure of management. Members of staff are aware of the school's mission statement. There are clear job descriptions and good communications. There is effective support for professional development and six appropriate management targets have been identified for 2000/1. There are effective arrangements for the induction of newly qualified teachers and no current staff vacancies.

### **There are very good strategies for improving literacy**

10. Since the previous inspection there has been a significant development of literacy strategies across all departments. The English and special educational needs departments have spearheaded this change both within their own subject areas and by leading in-service training for all staff. This important initiative is helping to raise standards of literacy throughout the school.

11. The implementation this year of the National Literacy Strategy principles for shaping the English curriculum in Year 7 is an exciting development. Because lessons are only fifty minutes long this has led to some pressure upon teachers to cover all the language units in the time available and adjustments to timings may follow. However, the language focus and the rigour of this approach are having a significant impact upon the teaching of language skills across the school. The literacy summer school, for 30 lower-attaining pupils about to transfer from primary schools, is organised by staff at the school and has a very positive impact on learning. It enables these pupils to build up confidence through having covered important work, recorded in their English exercise books, by the time they start in September. One boy described the experience as 'brilliant', which underlines how valuable an initiative this is.

12. In most subjects, teachers encourage pupils of all attainment levels to read aloud – good examples being observed in English, religious studies and humanities. Paired reading sessions for pupils with low reading ages in Years 7 and 8, involving older pupils or parents as well as staff, help to raise reading standards still further. Useful work on word structures and vocabulary building, including the use of dictionaries, was seen in English, geography, modern foreign languages, and religious studies. Teachers are increasingly aware of the need to equip pupils with language strategies to assist their learning. In a German lesson the teacher went to some lengths to draw parallels with French vocabulary in order to help pupils recognise some of the principles that lie behind language development. In a religious studies lesson the teacher carefully explained the meaning of Sikh terms to give pupils a clearer understanding of that faith. In classrooms, the school's literacy scheme sheets reinforce aspects of language learning. Year 7 pupils are given lessons on how best to access information in the library as part of their humanities programme. In most subjects teachers mark written work to emphasise that pupils need to be more accurate with spelling, grammar and punctuation. In short there is much valuable work underway to raise all pupils' standards of literacy and this is reflected in the quality of work seen during the inspection.

### **There is very good provision for pupils with special educational needs**

13. The provision of learning opportunities for pupils with special educational needs is very good. The work of the co-ordinator in supporting these pupils is very effective. Individual education plans, based on records from the feeder schools, are prepared when the pupils enter Year 7. Copies of the plans, which are reviewed every six months, are placed in subject departments and all members of staff are aware of their existence and use them appropriately. There is good liaison between the co-ordinator and the teaching staff.

14. All pupils are tested on entry for reading, spelling and numeracy. Those with low attainment scores, who are on the register of special educational needs, are targeted for support. Limited numbers of teaching and learning support workers are used effectively both in the classroom and by withdrawal from lessons. Teachers design activities to match pupils' needs and, as a result, the pace of learning is good. The support for pupils with special education needs has improved since the previous inspection. Where the school policy is most effective, these pupils are fully involved in lessons, producing levels more typical of average-attaining pupils on some occasions.

15. Careful organisation in a Year 10 English lesson meant that lower attaining pupils, with special educational needs, gained confidence in oral and written expression. Following the theme of 'Autobiography', the teacher asked the pupils to describe their first day in school, using her own memories as a stimulus. Relevant excerpts from Roald Dahl and Laurie Lee assisted the process. Pupils then made oral contributions before setting down their thoughts on paper, producing good descriptive written work, incorporating the use of similes.

16. Appropriate extension tasks stretch the most able or talented pupils. A history lesson in Year 9 provided a good example, where the pupils were comparing the differences in British lives between 1750 and 1900. The teacher used the study of his own family tree as a starting point to strengthen the skill of chronology. The pupils then researched the lives of two families and the changes, which affected them. They discussed their conclusions, using effective historical skills. The lesson stimulated extended writing and research into family history on the Internet.

### **Standards of pastoral care are high and pupils' attitudes and behaviour are good.**

17. The pupils' attitude towards the school is good. They work hard during lessons and often display commendable levels of concentration, focusing well on task in hand. In particular, when teaching is good they respond well and show a lively interest in what they are being taught.

18. Their confident approach to learning is underpinned by the good relationships that exist across the school, both between pupils and with adults. The strong pastoral care system and evident concern of the teaching staff that each pupil should make good progress enable pupils to feel secure and to approach staff freely when help is required.

19. The behaviour of pupils is good across the school. They are polite and orderly and display a good measure of self-control. For example, there is little evidence of litter around the school, despite the sale of drinks and snacks at break times. During lessons, books and materials are handled sensibly and with due care. Pupils present themselves well, looking neat and tidy in school uniform.

20. The teaching staff work closely together to ensure that individual pupils are well supported both academically and with any pastoral concerns. Individual targets are set, and a close watch is kept on the progress that the pupils are making. They feel confident in approaching staff for help and a "drop-in" counselling service is provided one day a week. Elements of the extended school day, such as the breakfast club and on-site provision for homework after school, contribute positively to the pupils' well being and their levels of attainment.

21. Although the pre-inspection questionnaires were returned by a relatively small number of parents and attendance at the parents meeting was low, the number of those parents who did respond was consistently a positive one towards nearly every aspect of school life. Particular mention was made to how welcoming and approachable the school is, with staff responding quickly and effectively to any parental concerns.

22. Of those who returned the questionnaires, a significant minority expressed concern at the amount of homework that is set. Inspection evidence points to an appropriate use of homework across the school.

23. The school has appropriate procedures in place for child protection, health and safety.

### **Very good teaching has led to very good achievement and appropriate standards**

24. Standards of teaching and the attainment of pupils at both Key Stages 3 and 4 have improved since the previous inspection.

25. In national tests for 14 year olds the trend of improvement since 1994 is broadly in line with national trend whereas the results at GCSE are above the national trend.

26. Although results in statutory tests are well below national averages in English and below in mathematics and science, overall they are in line with the average for similar schools. Girls' results have risen steadily but boys made more progress since 1996 in these three subjects. English results matched the national average for all schools in 1997.

27. In 1999, and over the last three years, the proportion of pupils obtaining 5 or more GCSE passes, or equivalent, at grades 5A\* - C was below the national average whereas for 5A\* - G grades was above national average. The average total point score was well above average in comparison with schools with similar proportions of pupils eligible for free school meals and above average for schools with similar prior attainment. GCSE results were particularly good in art, German and History and weakest in childcare.

28. Standards of work seen in lessons were generally in line with expectations when taking into account setting arrangements. Pupils indicated, across all year groups, that they liked practical subjects best and observation and examination results generally reflect this. Pupils' workbooks were well presented and standards in them were in line with expectations.

The standards achieved by pupils are high when considering their overall attainment on entry to the school and they make good progress by age 16.

29. High quality teaching is a major strength of the school, which leads to good levels of achievement in pupils' learning. Teachers are very confident in their subjects and this enables them to present stimulating lessons. The quality of pupils' learning closely matches the good teaching they receive and is reflected in their attainment. In lessons seen the quality of teaching for Years 10 and 11 is often higher than that for lower forms in the school; the focus on external examinations ensured an expanded dynamic interchange between teachers and pupils, both working towards an important goal that has demanding deadlines. Teachers in all subject areas make some use of information and communication technology to inform or extend the teaching and learning process and consequently raise attainment. Good use is frequently made of opportunities to focus on aspects of literacy and, to a lesser extent, numeracy in order to improve pupils' basic skills and raise standards.

30. Many teachers show enthusiasm for their subject in lessons, which has a profound effect upon pupils' keenness to learn and achieve. In a Year 11 German lesson, the teacher's excellent knowledge and love of languages, conveyed strongly in lively exchanges with his group, enabled them to make very good progress. In a Year 7 physical education lesson the enthusiastic approach of the teacher made pupils' learning an enjoyable experience. Teachers are willing to explore a variety of teaching strategies, as seen in exciting Year 7 English lessons modelled on the literacy hour structure used in primary schools. Standards of pupil management are very high. Teachers establish positive and friendly relationships with their pupils and build on these to create a secure and supportive learning environment where pupils are keen to achieve high standards of work. Very good examples of this were seen in mathematics and music lessons. The best lessons are brisk in pace, as was seen to good effect in history, geography, religious studies and business studies, which were observed. Teachers plan, in the best lessons, for pupils working at different levels within a class, as seen in English and design and technology lessons. In response to good or very good teaching pupils become more confident in their abilities and make consistently good progress in acquiring knowledge, skills and understanding. They are taught how to focus their thinking, how to concentrate upon grasping a new concept or how to solve a problem through trying different approaches. They learn the value of sustained study and are encouraged to do their own research. Good teaching of literacy skills enables all pupils to meet the language demands of subjects across the curriculum. The teaching of numeracy skills is sound. Information and communication technology skills are well taught and pupils' learning in all subject areas benefits from this. Marking is generally conscientious and detailed, helping pupils to make good progress. Appropriate amounts of well-planned homework are set in all subjects, enabling pupils to extend and consolidate their class learning.

31. Teaching is well monitored across the school and standards have continued to improve since the last inspection.

## **WHAT COULD BE IMPROVED**

### **The provision for performing arts**

32. Pupils in Years 7, 8 and 9 are taught drama as part of their English programme. There is a drama and theatre arts optional GCSE course for pupils in Years 10 and 11. Drama is taught in an area with staging and lighting facilities but which is also an English teaching room. This restricts its use as a drama base. Responsibility for the teaching of drama and for organising school productions rests with a member of the English department. The overall effect of these arrangements is to limit the impact of drama upon the curriculum compared with those schools where it thrives as a separate subject with its own specialist base and staffing. The break in the continuity of drama teaching in Year 8 also limits pupils' opportunities to fully develop their potential in this important subject area. Outside lessons, the well-supported school dramatic productions testify to the interest of pupils from all years in performing on stage and this is further demonstrated in the wide support given to extra-curricular musical activities, such as the annual Christmas concert. Opportunities for studying dance on the timetable are also too limited under the present curriculum arrangements.

### **Attendance through encouraging improved parental involvement**

33. Levels of attendance are below the national average. Whilst unexplained absence is low a significant number of families need to be encouraged even more by the school to support the punctuality and regular attendance of their children. The school's monitoring of the pupils' attendance and punctuality is rigorous, with home visits and considerable pastoral care. Despite this, a significant minority of children are not regular in their attendance. As a result, overall levels of attendance for the year are below 90 per cent. For the great majority of pupils, however, levels of attendance are satisfactory and a good number achieve 100 per cent attendance each term.

### **The provision of a daily act of collective worship**

34. This was an issue at the previous inspection and, although religious education has a raised profile in the school, the daily act of collective worship is not provided and the issue has not been fully resolved.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve and increase the number of curricular opportunities pupils have to take part in the performing arts by:
  - increasing access to the drama base
  - ensuring there is continuity in Year 8 drama
  - raising the status of the performing arts(Paragraph: 32)
  
- (2) Reduce the level of authorised absence by enlisting the support of parents further by:
  - implementing strategies to encourage parents to take an active part in school life
  - building on the good practice already in existence(Paragraph: 33)
  
- (3) Ensure that statutory requirements are met with respect to a daily collective act of worship.  
(Paragraph: 34)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	59	10	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	743
Number of full-time pupils eligible for free school meals	162

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	98
Number of pupils on the school's special educational needs register	188

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	40

### Attendance

#### Authorised absence

	%
School data	11.5
National comparative data	7.9

#### Unauthorised absence

	%
School data	0.1
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	78	60	138

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	31	38	34
	Girls	35	30	24
	Total	66	68	58
Percentage of pupils at NC level 5 or above	School	48 (46)	49 (44)	52 (37)
	National	63 (64)	62 (69)	55 (56)
Percentage of pupils at NC level 6 or above	School	17 (18)	27 (22)	12 (12)
	National	28 (34)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	35	29	40
	Girls	39	23	30
	Total	74	52	70
Percentage of pupils at NC level 5 or above	School	54 (47)	37 (59)	51 (44)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	32 (22)	12 (25)	12 (10)
	National	31 (31)	37 (37)	28 (31)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	61	66	127

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	22	60	60
	Girls	27	61	65
	Total	49	121	125
Percentage of pupils achieving the standard specified	School	39 (47)	95 (93)	98 (98)
	National	46.6 (44.6)	90.9 (89.8)	95.8 (95.2)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score	School	36 (37)

per pupil	National	37.8 (36.8)
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*Figures in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	5
Indian	16
Pakistani	0
Bangladeshi	1
Chinese	2
White	704
Any other minority ethnic group	11

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	43	2
Other minority ethnic groups	0	0

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y11**

Total number of qualified teachers (FTE)	41
Number of pupils per qualified teacher	17.3

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y11**

Total number of education support staff	9
Total aggregate hours worked per week	204

#### **Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	79.2
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#### **Average teaching group size: Y7– Y11**

Key Stage 3	22.3
Key Stage 4	21.0

### ***Financial information***

Financial year	1999/2000
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	£
Total income	1 904 978
Total expenditure	1 927 925
Expenditure per pupil	2 677
Balance brought forward from previous year	78 684
Balance carried forward to next year	55 737

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	716
Number of questionnaires returned	58

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	43	5	3	2
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	29	54	9	5	3
My child gets the right amount of work to do at home.	31	46	21	0	2
The teaching is good.	53	45	0	0	2
I am kept well informed about how my child is getting on.	54	41	3	0	2
I would feel comfortable about approaching the school with questions or a problem.	70	26	2	0	2
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	52	43	5	0	0
The school is well led and managed.	64	28	2	0	6
The school is helping my child become mature and responsible.	62	30	0	5	3
The school provides an interesting range of activities outside lessons.	55	38	0	2	5